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ABSTRACT

As one of the components of the career development curriculum materials for Michigan schools, this guide contains objectives for the career development of students in three grade-level clusters. The objectives are categorized according to grades K-3, 4-6, 7-9. For each of these levels, objectives are grouped into four subject areas: self-awareness and assessment, career awareness and exploration, career decision making, and career planning and placement. (These topics are components of the model, a cycle that repeats itself as the child changes and grows.) A summary of career development components as they relate to grade levels completes the guide. (KC)

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Essential Performance Objectives for Career Development

● Michigan State Board of Education

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FOREWORD

In 1974, the State Board of Education approved *A Reference Guide: Career Development Goals & Performance Indicators*, which outlined a conceptual model of career development.

The *Essential Performance Objectives for Career Development* is a revision and refinement of the former document. The same conceptual framework is used, but the objectives are changed to encompass new knowledge in child and adolescent development, and to address the demands anticipated of our future adults by changing social conditions and today's world of work.

The objectives were constructed for grades K-3, 4-6 and 7-9 in such a way that sequential development in readiness for adult life roles can be seen. These objectives are correlated with the high school level objectives of the Michigan Life Role Competencies.

This document together with the *Career Development Tests* for grades four, seven and ten, the interpretive report of statewide assessment on career development and a companion curriculum guide provide local school districts with a comprehensive set of resources which can be used to plan, develop and implement career development programs.

Many parents, educators, and citizens assisted in the development and review of these objectives. On behalf of the State Board of Education, I wish to thank them for the time and effort they have given to this important project.

Phillip E. Runkel
Superintendent of
Public Instruction

September, 1983

TABLE OF CONTENTS

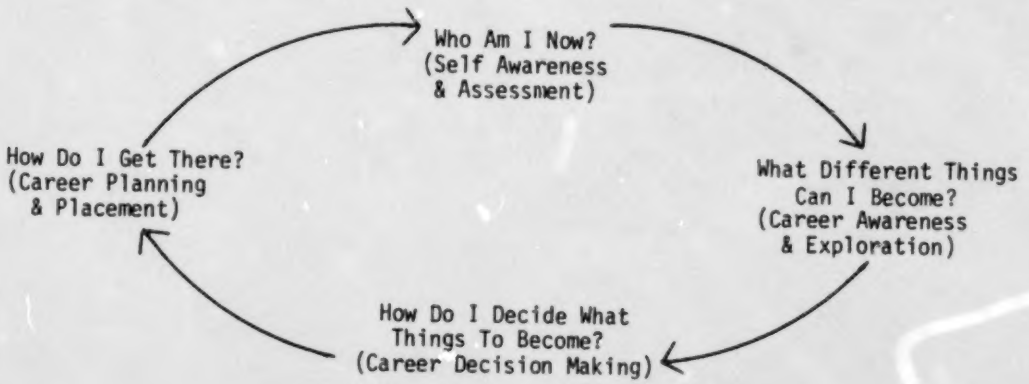
	PAGE
Foreword	i
Introduction	iii
Career Development Objectives	
Grades K-3	
Self Awareness and Assessment	1
Career Awareness and Exploration	1
Career Decision Making	2
Career Planning and Placement	2
Grades 4-6	
Self Awareness and Assessment	3
Career Awareness and Exploration	3
Career Decision Making	4
Career Planning and Placement	5
Grades 7-9	
Self Awareness and Assessment	6
Career Awareness and Exploration	6
Career Decision Making	7
Career Planning and Placement	8
Summary of Career Development Components	10
Acknowledgements	11

INTRODUCTION

In 1974, the Michigan Department of Education established a conceptual model for career development in Michigan. Career Development was defined as those knowledges, skills, and attitudes which individuals need in order to explore, understand, and perform the life roles they can be expected to play. The four components of Career Development are:

SELF AWARENESS AND ASSESSMENT	- covering awareness of one's personal characteristics and those of others, techniques for self appraisal, planning for self improvement, and development of interpersonal skills.
CAREER AWARENESS AND EXPLORATION	- covering knowledge of the worlds of education, work, family, citizen, and leisure, and resources for gaining information and experiences in these areas.
CAREER DECISION MAKING	- focusing on the mastery of decision making skills related to life-career planning, and including adaptability to change and acceptance of responsibility for one's decisions.
CAREER PLANNING AND PLACEMENT	- including the skills of goal setting, planning, and the implementation of systematic steps toward achieving career goals.

These components are interrelated: self awareness and career awareness are needed for informed career decision making, which in turn feeds into career planning. This process may be more easily understood if each component is translated into a key question that an individual needs to ask himself or herself.



As the model suggests, the process is ongoing and repeats itself as the individual changes and grows. The cyclical nature of the process is reflected by the question, "Where am I now?" The second question, "What different things can I become?" places emphasis on the fact that an individual has several options from which to choose. The "How" in the third and fourth questions implies that there are steps that can be learned in the areas of decision making, planning and implementation.

Additional Factors Important to the Model

A number of factors need special emphasis, as their consideration is crucial to the career development model. The first of these factors is imaging. A person holds many images related to activities that are appropriate for himself or herself. These images have been shaped by the person's experiences and the influences of others in the environment. Television often has a decisive impact on children's image formation. The resulting images may seriously limit the individual's options and ambitions--and at an early age. These limitations may be based on sex, race, and/or social class.

To offset the limiting effect of these images which young people have acquired incidentally to a large extent, they need carefully planned exposures to new and varied images in order to extend the horizon of what they see as possible and acceptable to themselves. In managing the learning experiences of students, teachers need to be especially aware of the role images that young children are exposed to and the subtle messages being relayed. Studies in early sex-role stereotyping and in sex differences in preferences for types of activities suggest that these early years are critical for expanding images through exposure.

New images formed through exposure can be reinforced and differentiated through experience. The youngster needs to "try out" these new images by seeing, feeling, and experiencing different roles in and outside of school. Experiencing the world of work and the adult world in the community allows the youngster to incorporate different roles as "real" possibilities for himself or herself.

A fourth factor that is important in career development is the provision of opportunities for the student to make decisions that have consequences for his or her life, and to exercise responsibility for these decisions. Too often, the choices and decisions a youngster is allowed to make, both in school and at home, are of limited consequence to that individual, and the growth that can and should take place in independence, maturity, and wisdom, is stunted. It is no wonder that many of our high school graduates are overwhelmed and feel unable to assume the responsibilities thrust on them upon entering the adult world.

These four factors, if made part of the instructional program, assure a greater impact on the career development of each individual. The images that are formed early and with which a child enters grade school should be expanded through exposure to varied and realistic possibilities for the child. The child incorporates more appropriate role models by experiencing these other possibilities in a variety of ways, then integrates these new roles when he or she has a chance to enact new behaviors through independent decision-making and assuming responsibility for the consequences of these decisions.

CAREER DEVELOPMENT OBJECTIVES

Grades K-3

Self Awareness and Assessment

1. Who am I now?

1.1 What kind of person am I?

By the end of the third grade, the student will:

1.1.1 see self as a unique person with certain special qualities.

1.1.2 list what things s/he likes about her/himself.

1.1.3 tell what s/he does well at school, at home, and at play.

1.1.4 state preferences for types of school, play, work activities.

1.1.5 identify characteristics that describe the kind of person s/he is.

1.1.6 describe how s/he responds in different situations.

1.1.7 identify some things s/he can do now that s/he could not do a year ago.

1.2 What kind of person do I want to become?

By the end of the third grade, the student will:

1.2.1 name some things about her/himself that s/he would like to improve.

1.2.2 describe someone s/he admires and desires to become like.

1.2.3 state what things s/he would like to be able to do on her/his own.

1.2.4 examine those attitudes and work habits that enable one to succeed, and determine what s/he will do to attain these traits.

1.3 How do I relate to others?

By the end of the third grade, the student will:

1.3.1 identify behaviors that enable one to get along with others.

1.3.2 identify behaviors that create problems in relationships.

1.3.3 relate identified positive and negative interpersonal behaviors to self.

Career Awareness and Exploration

2. What can I become?

2.1 What have I learned about different jobs?

For a variety of jobs, the student will:

2.1.1 identify tasks performed by people in the job.

2.1.2 identify where people perform the job.

2.2 What are roles that men and women can have?

By the end of the third grade, the student will:

2.2.1 examine non-traditional as well as traditional roles that men and women have in home, work, community and leisure settings.

2.2.2 expand her/his views of roles that are acceptable to her/himself.

2.3 What responsibilities do people have to themselves and to others?

By the end of the third grade, the student will:

2.3.1 identify the jobs s/he performs at home and at school.

2.3.2 describe what the consequences could be when s/he does or does not perform these jobs.

2.3.3 name some responsibilities that her/his parents have at home.

2.3.4 describe what the consequences could be when adults do or do not meet these responsibilities.

2.4 What have I done to learn about jobs?

By the end of the third grade, the student will:

2.4.1 name a variety of career exploration activities in which s/he has participated (e.g., field trips, guest speakers, visits to parents' work places, audio-visual presentations, classroom simulations, role playing, and other appropriate activities).

2.5 How can I learn more about careers?

By the end of the third grade, the student will:

2.5.1 identify people who can help her/him learn about careers.

2.5.2 identify other sources of career information that are available (e.g., books, movies).

Career Decision Making

3. How do I decide what to become?

3.1 What are some decisions that I am capable of making?

3.1.1 recognize a variety of decisions s/he makes on her/his own at home, in school, and with friends.

3.1.2 name additional decisions s/he feels capable of making (e.g., personal care, choice of playmates, whether to exert self in school work or home chores, the attitude with which to approach tasks or people, etc.).

3.2 What responsibilities go with the decisions that I make?

For a variety of decisions that the student might make, s/he will:

3.2.1 identify responsibilities that accompany the decision.

3.2.2 describe what the consequences are when these responsibilities are not met.

3.3 If I had an important decision to make for myself, how should I do it?

For a variety of important, age-appropriate decisions, the student will:

3.3.1 indicate important factors to consider in making the decision (including personal and external factors).

3.3.2 describe how to find out more information important to the decision.

3.3.3 identify people who could help with the decision.

Career Planning and Placement

4. How do I get there?

4.1 When I have a problem, what do I do to help myself with this problem?

For a variety of age-appropriate problems, the student will:

4.1.1 identify the problem clearly.

4.1.2 name people who could help with the problem.

4.1.3 describe a solution to solve the problem.

4.2 What is a goal I have for myself and what are the steps I can take to reach that goal?

By the end of the third grade, the student will:

4.2.1 name a goal s/he has for her/himself.

4.2.2 describe the steps s/he would take to reach the goal.

4.6 How can I locate, obtain, and maintain a job?

By the end of the third grade, the student will:

4.6.1 develop an awareness of how work and attendance habits are being learned that will carry over to her/his success in school.

Grades 4-6

Self Awareness and Assessment

1. Who am I now?

1.1 What kind of person am I?

By the end of the sixth grade, the student will:

1.1.1 see self as a unique person with certain special qualities.

1.1.2 describe what s/he feels are personal assets, which include strengths in school, at home, at play, and at work.

1.1.3 identify preferences for types of school, play, work activities.

1.1.4 recognize those values that s/he holds.

1.1.5 identify characteristics that describe the kind of person s/he is.

1.1.6 describe and evaluate how s/he responds in different situations.

1.1.7 evaluate her/his growth in independence.

1.2 What kind of person do I want to become?

By the end of sixth grade, the student will:

1.2.1 formulate things about self that s/he would like to improve.

1.2.2 specify qualities and behaviors of people whom s/he admires and desires to become like.

1.2.3 state what things s/he would like to be able to do on her/his own.

1.2.4 examine those attitudes and work habits that enable one to succeed, and determine what s/he will do to attain these traits.

1.3 How do I relate to others?

By the end of the sixth grade, the student will:

1.3.1 identify behaviors that enable one to get along with others and indicate which of these characterize her/him.

1.3.2 identify behaviors that create problems in relationships and identify improvements s/he can make in her/himself.

1.3.3 evaluate her/his strengths and weaknesses in relating to others.

Career Awareness and Exploration

2. What can I become?

2.1 What have I learned about different occupations?

By the end of the sixth grade, the student will:

2.1.1 know how occupations can be clustered to show how different kinds of jobs relate.

For a variety of occupations, the student will:

2.1.2 identify tasks performed by people in the occupation.

2.1.3 identify tools used by people in the occupation.

2.1.4 identify skills required of people in the occupation.

2.1.5 identify rewards of the occupation (e.g., salary, benefits, personal satisfaction).

2.1.6 identify other occupations in the same career field.

2.2 What are roles that men and women can have?

By the end of the sixth grade, the student will:

2.2.1 examine non-traditional as well as traditional roles that men and women have in home, work, community and leisure settings.

2.2.2 assess and expand her/his views of roles that are acceptable to her/himself.

2.3 What responsibilities do people have to themselves and to others?

By the end of the sixth grade, the student will:

2.3.1 identify the responsibilities s/he holds in school, to her/his family, to friends, and to her/himself.

2.3.2 describe what the consequences could be when these responsibilities are or are not met.

2.3.3 identify the responsibilities that adults have at home, on their jobs, to their families, to their friends, and to themselves.

2.3.4 describe what the consequences could be when adults do or do not meet these responsibilities.

2.4 What have I done to explore occupations?

By the end of the sixth grade, the student will:

2.4.1 name a variety of career exploration activities in which s/he has participated (e.g., field trips, guest speakers, visits to parents' work places, audio-visual presentations, classroom simulations, role playing, job shadowing, interviews with workers, and other appropriate activities).

2.5 How can I learn more about careers?

By the end of the sixth grade, the student will:

2.5.1 identify people who can help her/him learn about careers.

2.5.2 explain what career information can be obtained from the resources within the school.

2.5.3 identify other sources of career information that are available (e.g., books, movies, career pamphlets, etc.).

2.5.4 summarize the career information provided by an experience (e.g., field trip, classroom experience, etc.).

Career Decision Making

3. How do I decide what to become?

3.1 What are some decisions that I am capable of making?

By the end of the sixth grade, the student will:

3.1.1 recognize a variety of decisions s/he makes on her/his own at home, in school, and with friends.

3.1.2 name additional decisions s/he feels capable of making (e.g., personal care, choice of friends, use of time, recreation, attitude with which to approach situations, whether to respect another, etc.).

3.2 What responsibilities go with the decisions that I make?

For a variety of decisions that the student might make, s/he will:

3.2.1 identify responsibilities that accompany the decision.

3.2.2 describe what the consequences are when these responsibilities are not met.

3.3 If I had an important decision to make for myself, how should I do it?

For a variety of important, age-appropriate decisions, the student will:

3.3.1 indicate important factors to consider in making the decision (including personal and external factors).

3.3.2 examine factors that tend to influence decision-making which limits one's options (e.g., emotions, sex and racial bias, family or peer pressures, etc.).

3.3.3 describe how to find out more information important to the decision.

3.3.4 identify people who could help with the decision.

3.4 What are some career areas I have considered for myself?

By the end of the sixth grade, the student will:

3.4.1 identify a number of career areas that s/he has considered.

3.4.2 be aware that career choices can change as a result of further growth and development.

3.7 How am I suited for these careers?

For the career areas that the student has considered, s/he will:

3.7.1 relate her/his interests to possible career choices.

3.7.2 relate her/his skills and abilities to possible career choices.

3.7.3 relate her/his desired working conditions (e.g., outside-inside, noisy-quiet, work alone-work with others) to possible career choices.

3.7.4 identify persons who can help her/him examine her/his suitability for these careers.

Career Planning and Placement

4. How do I get there?

4.1 When I have a problem what do I do to help myself with this problem?

For a variety of age-appropriate problems, the student will:

4.1.1 identify the problem clearly.

4.1.2 identify people who could help with the problem.

4.1.3 describe a plan to solve the problem.

4.1.4 identify alternative ways to solve the problem.

4.2 What is a goal I have for myself and what are the steps I can take to reach that goal?

By the end of the sixth grade, the student will:

4.2.1 name a goal s/he has for her/himself.

4.2.2 outline a plan to reach the goal.

4.2.3 identify factors that influence the achievement of the goal.

4.2.4 estimate the time required to complete the plan.

4.3 What courses do I plan to take in middle or junior high school to learn more about my strengths and weaknesses?

By the end of the sixth grade, the student will:

4.3.1 identify middle or junior high school courses, electives, and activities that are the most important in helping her/him learn more about her/his strengths and interests.

4.4 To prepare for my tentative career goals, what education or training will I need after high school?

By the end of the sixth grade, the student will:

4.4.1 develop an awareness of choices available for courses and activities in the middle or junior high school.

4.5 What can I do to periodically reassess my tentative career goals?

By the end of the sixth grade, the student will:

4.5.1 assess her/his academic record to see what effect it may have on career goals.

4.6 How can I locate, obtain, and maintain a job?

By the end of the sixth grade, the student will:

4.6.1 develop an awareness of how work and attendance habits, and attitudes are being learned, that will carry over to the work world.

Grades 7-9

Self Awareness and Assessment

1. Who am I now?

1.1 What kind of person am I?

By the end of the ninth grade, the student will:

1.1.1 see self as a unique person with certain special qualities.

1.1.2 describe and appraise her/his personal assets, which include academic capabilities, technical skills, worker attributes, and leisure skills.

1.1.3 identify her/his specific interests over a number of types of activities which are relevant to making career choices.

1.1.4 appraise her/his orientation to data, ideas, people, and things.

1.1.5 examine her/his use of time duing the school day, during weekends, and during summer vacations, and formulate a preferred way of life (1) for the high school years, and (2) for the future.

1.1.6 relate the values s/he holds to the decisions s/he has made.

1.1.7 identify work values that s/he holds which are relevant to making career choices.

1.1.8 appraise her/his personal characteristics as they relate to making career choices.

1.1.9 describe and evaluate how s/he responds in different situations.

1.1.10 evaluate her/his growth in independence.

1.2 What kind of person do I want to become?

By the end of ninth grade, the student will:

1.2.1 formulate things about self that s/he would like to improve.

1.2.2 specify qualities and behaviors of people whom s/he admires and describe how s/he might make these her/his own.

1.2.3 state what things s/he would like to be able to do on her/his own.

1.2.4 examine those attitudes and work habits that enable one to succeed, and determine what s/he will do to attain these traits.

1.3 How do I relate to others?

By the end of the ninth grade, the student will:

1.3.1 identify behaviors that enable one to get along with others and indicate which of these characterize her/him.

1.3.2 identify behaviors that create problems in relationships and identify improvements s/he can make in her/himself.

1.3.3 evaluate her/his strengths and weaknesses in relating to others.

Career Awareness and Exploration

2. What can I become?

2.2 What are roles that men and women can have?

By the end of the ninth grade, the student will:

2.2.1 examine non-traditional as well as traditional roles that men and women have in home, work, community and leisure settings.

2.2.2 evaluate her/his views of roles that are acceptable to her/himself.

2.2.3 examine her/his attitudes toward gender roles in work settings.

2.2.4 evaluate the limiting effects of sex-role stereotypes that s/he or others may hold.

2.3 What responsibilities do people have to themselves and to others?

By the end of the ninth grade, the student will:

2.3.1 identify the responsibilities s/he holds in school, to her/his community, to her/his family, to friends, and to her/himself.

2.3.2 describe what the consequences could be when these responsibilities are or are not met.

2.3.3 discuss the conflicts that may result when s/he and other significant others have different perceptions of these responsibilities.

2.3.4 identify the responsibilities that adults have at home, on their jobs, to their families, to their friends, and to themselves.

2.3.5 describe what the consequences could be when adults do or do not meet these responsibilities.

2.4 What have I done to explore careers?

By the end of the ninth grade, the student will:

2.4.1 name a variety of career exploration activities in which s/he has participated (e.g., MOIS, work experiences, volunteer experiences, day on the job, and other appropriate activities).

2.5 How can I learn more about careers?

By the end of the ninth grade, the student will:

2.5.1 identify people who can help her/him learn about careers.

2.5.2 explain what career information can be obtained from the resources within the school.

2.5.3 demonstrate the use of MOIS in the identification of possible career options.

2.5.4 identify agencies and organizations that can help her/him learn about careers.

2.5.5 identify other sources of career information that are available (e.g., Occupational Outlook Handbook, D.O.T., community resources, etc.).

2.5.6 summarize the career information provided by an exploratory experience (e.g., field trip, classroom experience, etc.).

Career Decision Making

3. How do I decide what to become?

3.2 What responsibilities go with the decisions that I make?

For a variety of decisions that the student might make, s/he will:

3.2.1 identify responsibilities that accompany the decision.

3.2.2 describe what the consequences are when these responsibilities are not met.

3.2.3 recognize what consequences may follow when remaining undecided.

3.3 If I had an important decision to make for myself, how should I do it?

For a variety of important, age-appropriate decisions, the student will:

3.3.1 indicate important factors to consider in making the decision (including personal and external factors).

3.3.2 examine factors that tend to influence decision-making which limits one's options (e.g., emotions, sex and racial bias, family or peer pressures, etc.).

3.3.3 describe how to find out more information important to the decision.

3.3.4 identify people who could help with the decision.

3.4 What are the career areas that I am considering.

By the end of the ninth grade, the student will:

3.4.1 identify the career areas that s/he is presently considering.

3.4.2 indicate how sure s/he is of each choice.

3.4.3 be aware that career choices can change as a result of further growth and development.

3.5 How have I explored these choices?

In the career areas that the student is considering, s/he will:

3.5.1 research these careers through MOIS and/or other printed information sources.

3.5.2 talk with a counselor and other resource persons for information and help with the decision.

3.5.3 talk with someone who has worked on that job.

3.5.4 observe someone performing that job.

3.5.5 obtain volunteer or paid work experience in that career area.

3.6 What do I know about my current choice(s)?

For the career areas that the student is considering, s/he will:

3.6.1 identify skills required of people in the occupation.

3.6.2 identify the education or training required of people in the occupation.

3.6.3 identify worker traits that are important in the occupation.

3.6.4 describe the working conditions of the occupation.

3.6.5 identify rewards of the occupation (e.g., salary, benefits, personal satisfaction).

3.6.6 describe the influence of geography on the demand for this occupation.

3.6.7 describe the influence of future economic needs on the demand for this occupation.

3.7 How am I suited for these careers?

For the career areas that the student is considering, s/he will:

3.7.1 relate her/his interests to these careers.

3.7.2 relate her/his skills and abilities to these careers.

3.7.3 relate her/his values to these careers.

3.7.4 relate her/his desired working conditions (e.g., extent of autonomy, leadership, contact with others, travel, variety, etc.) to these careers.

3.7.5 relate her/his motivation to the length and extent of preparation required for possible career choices.

3.7.6 identify persons who can help her/him examine her/his suitability for these careers.

3.8 What alternatives do I have if this choice does not work out?

For the career areas that the student is considering, s/he will:

3.8.1 identify related occupations that require different levels of training.

3.8.2 identify other occupations in the job cluster.

3.8.3 identify other occupations that relate to an interest s/he has.

3.8.4 identify other occupations that require skills and abilities that s/he has.

3.8.5 identify other occupations that are characterized by her/his preferred working conditions.

3.8.6 identify persons who could help to explore alternatives.

Career Planning and Placement

4. How do I get there?

4.1 When I have a problem, what do I do to help myself with this problem?

For a variety of age-appropriate problems, the student will:

4.1.1 identify the problem clearly.

4.1.2 identify people who could help with the problem.

4.1.3 outline a plan to solve the problem.

4.1.4 identify alternative ways to solve the problem.

4.2 What is a goal I have for myself and what are the steps I can take to reach that goal?

By the end of the ninth grade, the student will:

4.2.1 name a career goal s/he has for her/himself.

4.2.2 outline a plan to reach the goal.

4.2.3 identify factors that influence the achievement of the goal.

4.2.4 develop a timeline for the plan.

4.2.5 develop an alternative to this plan.

4.3 To prepare for my tentative career goals, which high school courses or activities are the most important?

By the end of the ninth grade, the student will:

4.3.1 list high school courses or activities which are most important for her/his career options.

4.3.2 appraise the value of completion of a high school diploma.

4.4 To prepare for my tentative career goals, what education or training will I need after high school?

For the career areas that the student is considering, s/he will:

4.4.1 identify important education or training programs.

4.4.2 be aware of requirements for entering different education or training programs.

4.4.3 be aware of costs associated with different education or training programs.

4.5 What can I do to periodically reassess my tentative career goals?

For the tentative career plan the student has, s/he will:

4.5.1 describe a strategy for monitoring and adapting this plan.

4.5.2 assess her/his academic record to see what effect it may have on this plan.

4.5.3 recognize the roles which commitment and application of one's self play in the achievement of one's goals.

4.6 How can I locate, obtain, and maintain a job?

By the end of the ninth grade, the student will:

4.6.1 develop an awareness of the factors that influence the supply and demand of jobs.

4.6.2 indicate how to find jobs and employers.

4.6.3 locate a job (paid or unpaid) in the community that would be suitable for her/him.

4.6.4 complete a job application.

4.6.5 learn the rudiments of resume preparation.

4.6.6 be able to write a letter requesting information about a job.

4.6.7 demonstrate basic interviewing skills.

4.6.8 develop an awareness of how work and attendance habits, and attitudes are being learned, that will carry over to the work world.

4.7 How can I prepare for future changes in the work world and in life roles?

By the end of the ninth grade, the student will:

4.7.1 identify those qualities that make a person adaptable in the changing world of jobs, family, community, and leisure.

4.7.2 recognize the probable need for continuing education and self development throughout her/his life.

4.7.3 recognize personal, economic, and social reasons for possible career changes throughout one's life.

4.7.4 recognize the significance of emerging careers in long-term career planning.

Summary of Career Development Components

COMPONENT		THEMATIC QUESTION	GRADE LEVEL K - 3	4 - 6	7 - 9
SELF AWARENESS AND ASSESSMENT 1. Who am I now?	1.1	What kind of person am I?	X	X	X
	1.2	What kind of person do I want to become?	X	X	X
	1.3	How do I relate to others?	X	X	X
CAREER AWARENESS AND EXPLORATION 2. What can I become?	2.1	What have I learned about different careers?	X	X	
	2.2	What are roles that men and women can have?	X	X	X
	2.3	What responsibilities do people have to themselves and to others?	X	X	X
	2.4	What have I done to learn about jobs (careers)?	X	X	X
	2.5	How can I learn more about careers?	X	X	X
CAREER DECISION MAKING 3. How do I decide what to become?	3.1	What are some decisions that I am capable of making?	X	X	
	3.2	What responsibilities go with the decisions that I make?	X	X	X
	3.3	If I had an important decision to make for myself, how should I do it?	X	X	X
	3.4	What are some career areas I am considering?		X	X
	3.5	How have I explored these choices?			X
	3.6	What do I know about my current choices?			X
	3.7	How am I suited for these careers?		X	X
	3.8	What alternatives do I have if this choice does not work out?			X
CAREER PLANNING AND PLACEMENT 4. How do I get there?	4.1	When I have a problem, what do I do to help myself with this problem?	X	X	X
	4.2	What is a goal I have for myself and what are the steps I can take to reach that goal?	X	X	X
	4.3	What courses at middle/junior or high school will help with my career goals?		X	X
	4.4	To prepare for my tentative career goals, what education or training will I need after high school?		X	X
	4.5	What can I do to periodically reassess my tentative career goals?		X	X
	4.6	How can I locate, obtain, and maintain a job?	X	X	X
	4.7	How can I prepare for future changes in the work world and in life roles?			X

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